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Ch. 7,9,13,14 MI

These four chapters of MI enlighten us to the fact that simply understanding what the intelligences are and attempting to incorporate them into a lesson is only the beginning of MI application. Chapter 7 talks about how it is important to set up the “ecology” of the classroom in order to foster MI growth. It is suggested that rooms have multiple “activity centers” where students may make their choice to visit and work on an activity that is related to what type of intelligence they prefer to use or develop. Beyond just the physical layout of the classroom or school in its entirety, there are still other things we must take into consideration when making sure our school appeals to the multiple intelligences. This was interesting to learn about because hopefully in our early career as teachers we are able to suggest such things to our administrators (or maybe for some of us become the administrators and take the project head-on). If, out of chapter 9 there was one thing that stuck out to me, it was the discussion about current school tendencies to cut sports teams or extra-curricular activities when faced with budget cuts. This was a topic of discussion that was prevalent back when I was in high school and getting interested in educational politics, and it is amazing that schools are still failing to recognize the pitfall of that common reaction.

Chapter 13 discussed something that many of us likely made a connection with in regards to our work in Stage 1,2, and 3 of our Unit creation. The necessity to make explicit the idea that everything students are learning is applied to the *real world*. Armstrong makes sure to put forth the idea that when teaching multiple intelligences, that we as educators should assist students in making connections about how developing certain intelligences will apply to real world occupations. It is also important to discuss how MI appeals to different cultures while not mindlessly falling into assumptive stereotypes about those cultures. It was suggested that a teacher might talk about culturally different and highly successful individuals in history and how they used specific intelligences to impact the world. I thought that was a great idea because it allowed students to identify with their culture while making the connection of how powerful MI learning can be in the real world. Lastly, I was extremely pleased to have covered the existential intelligence, as I believe I personally appeal to this type as it is described I the chapter. Also, as a total history nerd, I can’t help but feel the need to connect historical events into a larger picture of human life and the purpose of existence. I know there are many like-minded people who benefit greatly from such discussions, and that should not be ignored if we are to appeal to a truly diverse population of students. If taught correctly, existential intelligence will help break the barriers that currently separate many students from one another based on factors of race, gender, socio-economic status, etc. as it allows for a discussion about human existence providing a feeling of “one” amongst the entire group.